

**TENNESSEE STATE LIBRARY AND ARCHIVES**

**LIBRARY SERVICES AND TECHNOLOGY ACT**

**FIVE-YEAR PLAN**

**October 1, 2002 – September 30, 2007**

**For submission to the Institute of Museum and Library Services**  
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**Tennessee State Library and Archives**  
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## MISSION STATEMENT

The Tennessee State Library and Archives provides resources and electronic linkages to libraries, making information available to all residents of Tennessee to satisfy their educational, cultural, and leisure needs and interests. TSLA places emphasis on special needs populations, regardless of their location, social or financial status.

### NEED #1

#### **Enhance the ability of Tennessee communities to provide education for school-age children and to support lifelong learning for adults.**

##### **Summary Needs Assessment:**

Many Tennessee citizens who frequent school, public, and small academic libraries do not have adequate access to current materials on such topics as health, business, consumerism, literary analysis, etc. In general, the libraries located in the poorest areas of Tennessee are the least able to provide current information to their patrons because of poor local funding and support.

Many public libraries in Tennessee cannot afford to upgrade their technology hardware and software as often as required by a fast-changing information industry environment. As a result, slower access and compatibility problems make for difficult information retrieval on the part of library patrons seeking information for home, school, or work.

##### **Full Explanation:**

In March 2000, a Current Population Reports from the U. S. Census Bureau entitled "Educational Attainment in the United States" indicated that 79.9% of Tennessee citizens 25 years and over had completed high school, as compared to the national average of 84% with a high school diploma.

Consequence: With such a poorly educated work force, Tennessee has a difficult time competing with the rest of the country in terms of high-paying jobs and a good quality of life.

Tennessee recently experienced still another crisis in education with threats to lay off up to 8,000 teachers statewide to help balance the state's budget deficit of \$800 million. Average salaries for elementary and secondary teachers are low and cannot compete with other states. The Tennessee School Report Card, 2001 compiled by the State of Tennessee Department of Education, shows the average salary for elementary and secondary teachers in Tennessee -- \$37,431 -- to be well below the national average of \$42,436.

Consequence: The result is a school system with dwindling numbers of qualified teachers.

Per pupil expenditures are \$6,066 as opposed to \$7,436 nationally. Many school-age students in the poorest areas of the state do not have access to current materials on the topics needed to complete their homework assignments. Although all public schools are connected to Internet access, current print materials and quality online resources are lacking in many schools. In addition, Connecting Tennessee: Bridging the Digital Divide, published by the Tennessee Regulatory Authority and the Tennessee Department of Education in June, 2001, showed the lack of Internet access at home. Only 37.5% of Tennesseans reported having personal computers as compared to 42.1 % nationally. A lack of qualified school and public librarians who can help students find what they need exacerbates the problem.

In August, 2000 an independent study conducted by Forrester Research, Inc. through 80,000 random surveys found that as income levels among ethnic groups vary from state to state, so does the width of the digital divide. The report compared the width of the divide among Caucasians, Hispanics, and African Americans. The study determined “that the digital divide is not driven by ethnicity but by disparities in each group’s income, age, technology optimism and education.” In Tennessee, African Americans lag behind Caucasians by some of the widest margins in the country...by 16%. To close the gap, the report suggests that policy-makers work to subsidize Internet access in schools, libraries, and workplaces since many minorities seek access to the Internet outside their homes.

**Consequence:** Without such subsidies, students do not have the technology needed for a rich, educational experience similar to their counterparts elsewhere in the nation where advanced technologies and adequate funding exist. The Digital Divide, which continues to separate the technology have’s from the have-not’s, is still very much an issue in our state.

In addition, many public libraries in Tennessee cannot afford to upgrade their technology hardware and software as often as required by a fast-changing information industry environment.

**Consequence:** As a result, slower access and compatibility problems make for difficult information retrieval on the part of library patrons seeking information for home or work.

In June, 2002, Tom Rogers, executive director of the Tennessee Technology Development Corporation, reported in the Nashville Tennessean that the most important asset in an emerging knowledge-based economy is a “skilled work force dedicated to life-long learning.” Rogers indicated that Tennessee is currently experiencing a serious brain drain among those who graduate from high school and make plans to attend college.

**Consequence:** Serious budget problems and low salaries for college professors in the state’s higher education institutions have created a shortage of educated individuals needed to compete in a technology-based economy.

In fact, only 22% of all Tennesseans have a college education as opposed to the national average of 26% with a bachelor’s degree or higher. These comparative statistics place our state 43<sup>rd</sup> in the nation in terms of higher education.

**Consequence:** From cradle to grave, the cards seem to be stacked against the low-income, less educated Tennessee citizen.

**Recommended Solution:** The sharing of a statewide virtual library of thousands of full-text periodicals and reference sources on a wide variety of topics is an important key to improving the education of school-age children in our state and in enhancing lifelong learning patterns. By purchasing the rights to licensed databases and making them available to all Tennessee libraries and, with a password, to all Tennessee citizens, the State Library will be leveling the playing field for all Tennesseans. The Tennessee Electronic Library will allow multiple simultaneous users to access excellent information on a wide variety of topics from arrowheads to zen.

In addition, access to a statewide catalog of the holdings of the largest to the smallest of Tennessee public libraries will promote interlibrary loans in libraries otherwise isolated with very limited information. Financial support for the libraries that participate in interlibrary loan lending will increase the participation rates. In addition, the Tennessee Regional Library System, which currently provides public library assistance in the areas of technology, continuing education, outreach, etc., is the perfect place for providing advanced assistance with difficult reference questions and interlibrary loans outside the confines of the state. By training at least three regions to be interlibrary loan centers, the State Library will be making a giant step forward in turning our public libraries into true global libraries.

Finally, the last step in the process is keeping our public libraries up-to-date in the never-ending cycle of new software and hardware needed to keep abreast of fast-paced knowledge. Matching technology grants encourage further local support for libraries and their patrons – funding which otherwise would not be forthcoming.

**Potential Benefits:**

1. Thousands of Tennessee citizens will have fast access to current and historical information on a wide variety of topics through the Tennessee Electronic Library. TEL will provide educational materials for children and adults who otherwise would not have access locally to the information they need to succeed at home, work, or school projects.
2. Public library users with information needs outside the realm of local library holdings or electronic access will be able to get the information they need from other libraries.
3. Public library users will be able to access up-to-date hardware and software technology to access the information they need.

**Congruence with LSTA Purposes and Priority Criteria:**

Supports LSTA purposes – Expanding services for learning and access to information and educational resources in a variety of formats in all types of libraries for individuals of all ages. Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks. Providing electronic and other linkages among and between all types of libraries.

Supports TSLA mission statement -- Provides additional resources and electronic linkages to satisfy the information requirements of Tennessee citizens.

**GOALS:**

Improve the education of school-age children and enhance the lifelong learning patterns of adults by:

- Providing statewide access to licensed, free, full-text periodicals on a wide variety of topics,
- Supporting and enhancing a statewide catalog to access the collections of Tennessee public libraries,
- Providing interlibrary loan and reference assistance to public libraries through the Tennessee Regional Library System, and
- Providing matching technology grants to upgrade public library hardware and software.

**EVALUATION PLAN:**

TSLA will assure that the initiative to support education for Tennessee citizens through electronic means will yield solid results including both performance (outputs) and results (outcomes.) In general, we will review all program activities annually to make certain they are on track with developing our long-range goals and adhering to LSTA requirements.

Program record-keeping will require:

- FTE hours devoted by program staff
- Numbers of libraries by library type registered to use TEL as compared to possible target numbers
- Numbers of printed TEL brochures and e-mails sent to state legislators
- Numbers of libraries participating in the statewide catalog
- Percentages of collections described in the statewide catalog

- Numbers of reference and interlibrary loan searches done by the regional libraries on behalf of public libraries
- Numbers of public libraries participating in the regional offer of reference assistance
- Numbers of matching grants given for technology purposes

Results in improving the quality of life of local library staff and their patrons will be measured by:

- A web-based survey designed to reach end-users of TEL as they use the product
- A written survey of public library users who have used regionally-based interlibrary loan assistance in finding what they needed outside the confines of their local libraries
- Focus groups of public library users who use technology in the public library

TSLA will not be able to evaluate the effects the Tennessee Electronic Library, interlibrary loan service, and up-to-date technology in public libraries will have on the overall educational level of attainment of citizens in our state, but we will be able to show impact on a significant number of people using electronic means in libraries to find information. We want to find out if the technology is easily accessible to them, if it is easy to use, for what reasons they choose LSTA-funded library resources for their search, if they get the desired information they seek, if they feel the service will be used again, and if they would recommend the source to others.

#### **Key activity targets:**

##### **❖ *For the Tennessee Electronic Library:***

#### **Key Output Targets**

- 10% additional public library searches using the Tennessee Electronic Library will be done every year, FY2003-2007.
- 90% of all school libraries will be registered to use TEL by FY2007.
- 100% of all state legislators will receive printed or e-mailed information about TEL during FY2002-03.

#### **Key Outcome Targets**

- 80% of TEL users surveyed will indicate positive benefits from TEL for work, school, or personal needs by FY2004-2005.

##### **❖ *For statewide interlibrary loan assistance:***

#### **Key Output Targets**

- 60% of Tennessee public library print materials will be in the online statewide catalog by FY2003-2004.
- 80% of small public libraries participating in interloan lending through the statewide catalog will receive support and compensation in the form of materials for their collections during FY2003-2007.
- 85% of public libraries requesting interlibrary loans not found on the statewide catalog will be provided assistance through the Tennessee Regional Library Interloan Service by FY2003-2004.

#### **Key Outcome Targets**

- 90% of surveyed public library users of interlibrary loan will indicate satisfaction with the service by FY2006-2007.

##### **❖ *For hardware and software updates:***

#### **Key Output Target**

- 50% of all public libraries requesting technical assistance will receive matching grants to purchase information technology updates to equipment or software for FY2003-2007.

### **Key Outcome Target**

- 80% of public library users surveyed through focus groups will report that they have the technology available to access the resources they need by FY2004-2005.

### **PROGRAMS and TIMEFRAME:**

PROGRAM	TIMEFRAME
1. Provide all not-for-profit libraries with electronic access to the Tennessee Electronic Library: Choose and license comprehensive, reliable full-text periodicals and reference materials on health, business, consumer issues, literary analysis, etc. Provide resources with a variety of reading level choices.	FY2003-2007
2. Build public and school library participation for TEL. Recruit participating libraries, assure/provide technical assistance needed to use TEL.	FY2003-2007.
3. Support a public education campaign for additional TEL funding aimed at the Tennessee Legislature. Make certain all legislators receive brochures and e-mail explaining TEL.	FY2003-FY2004
4. Hire an additional staff member to coordinate TEL activities.	FY2006
5. Provide a statewide catalog of public library holdings. Recruit additional holdings for the purpose of promoting interlibrary loan.	FY2003-2007.
6. Provide a netlending reimbursement program for public libraries participating in interlibrary loan.	FY2003-2007
7. Provide small public libraries with reference assistance and out-of-state interlibrary loans using existing staff in three regional libraries: Set up 3 OCLC GAC's with requests funded from LSTA dollars on a pay-per-request basis. Train at least one staff member in each of three regional offices to assist with difficult reference and ILL questions.	FY2004-2007.
8. Provide matching technology grants to libraries needing additional software and hardware. Emphasize those projects designed to improve public access to information resources.	FY2003-FY2007

## **NEED #2**

**Enhance skills and resources of knowledge workers to inform and assist library users to find the information they seek.**

### **SUMMARY NEEDS ASSESSMENT:**

Many small public libraries do not have a reliable method of getting adequate technical assistance to operate, maintain and improve their computer equipment and software. As a result, failing or obsolete equipment can prevent library patrons from getting the information they need.

Many small and medium-sized public libraries in Tennessee are managed by underpaid, non-MLS directors. Some of them come to their positions without previous library experience and run the

libraries with only one or two staff members. On-the-job training is slow and frustrating as they attempt to learn what they need to know to run successful libraries.

### **Full Explanation:**

For the past five years, three network services consultants and a network services manager working through the State Library and Archives and the Tennessee Regional Library System have provided technology assistance to small and medium-sized public libraries unable to maintain and support library computers. A May, 2001 report prepared by Lisa Tinch, the Network Services Manager, indicated that the consultants were overwhelmed with requests for assistance. They travel approximately 71,000 miles each year from one end of the state to the other many times over serving 211 public libraries in 91 counties. Their responsibilities include:

- Determining current and future technology requirements for libraries
- Planning and implementing network developments and upgrades
- Installing and upgrading microcomputer hardware and software
- Consulting with library personnel in assessing information systems and physical facility planning
- Planning, organizing and conducting basic and advanced technology training sessions

In Ms. Tinch's report are the results of interviews with several of the state's regional library directors. The comments reveal the critical nature of network services assistance for local public libraries: ""With all the technological advances, our libraries would be unable to take advantage of the information highway or keep their hardware –computers, software, printers, scanners and all peripherals working and available to the public without ...your Network Services consultants. . . ."

"Through the efforts of the Network Services Consultants, all of our public libraries were able to automate processes and provide Internet access for the citizens. The Network Services consultants have given good advice in selecting hardware, purchasing software, upgrading power supplies, selecting locations for services, and suggesting improvements for services....These folks have persevered through all sorts of delays, coaxed balky equipment to work, figured out alternate ways to make services available, negotiated with lots of vendors, worked in all kinds of environments in sometimes unpleasant conditions....WE CANNOT GET ALONG WITHOUT THEM."

The LSTA Five Year State Plan Evaluation, 1997-2002, compiled by library consultant Sandra Nelson, indicated that while local library staff members have become considerably more sophisticated about technology over the past few years, the need for ongoing technology support in small and medium-sized libraries is paramount and should continue. Nelson wrote: "...the staff support provided by the Network Services Coordinator and her staff . . .provided the framework that made it possible for local libraries to actually use the hardware and software they were given [by the Gates Foundation in 1999] and to take full advantage of the statewide technology services that were available to them."

By the end of this calendar year, the consultants will begin to deal with new demands occasioned by the ongoing maintenance and replacement of 700+ Gates Foundation computers in small and medium-sized Tennessee public libraries. These computers are almost three years old, and the Gates Foundation will not be providing maintenance for them after this year. In addition the Gates Foundation is sending out new Microsoft upgrades for all 700+ PC's which the consultants must help to install in many libraries.

Consequence: Were the Network Services Consultant program to end, local libraries in our state would need to hire outside technology consultants at a price which many simply cannot afford. Without technology support personnel, many of our poorest libraries would be forced to exist with

malfunctioning, increasingly obsolete technology. Patron access to information would suffer dramatically.

The world of technology is one of constant change. The Network Services Consultants have to learn additional skills each year needed to deal with such advanced technology as modems, routers, and firewalls. As they cover an average of 70 public libraries each, they have been hard-pressed to find time for everything they must do -- continuing education for themselves, computer maintenance, and staff training. Such a heavy schedule is wearing, especially with our state's long distances between libraries. Many questions, of course, can be handled over the phone; however, the average response time from the time a difficult problem is identified until the consultant makes a site visit is approximately one week to ten days.

Consequence: Without additional support staff, local public libraries will suffer more serious delays in getting technology maintenance and support. Local library staff will experience frustration in dealing with a public demanding to know why the technology they need is not working.

Technology is not the only area in which our public librarians are lacking in training. Of 160 Tennessee library directors recently surveyed, only 16 had MLS degrees. The State Library and Archives has sponsored two previous three-year cycles of a Public Library Management Institute designed to give local library directors the management skills they need to operate a library. We have 85 Public Library Management Institute graduates at work throughout the state. A potential group of 30 more directors will form a new Institute, which will begin in the spring of 2003 with state funding. A voluntary recertification program requires PLMI graduates to complete 80 hours of additional continuing education opportunities over the course of five years following their certification.

Consequence: Without such continuing education opportunities, many of our state's libraries will continue to struggle with low expectations from undereducated directors with little or no experience with marketing, training skills, the development of partnerships, grant writing, preparing a budget, etc.

In 2000, Tennessee public library directors associated with the Regional Library System were surveyed to find out training needs. The results give us guidance as to the type of continuing education needed outside the realm of the library management institute. The top demands for training were as follows:

- Web page development (126 responses)
- Identifying listservs/newsgroups (120 responses)
- Review of federal laws (114 responses)
- Writing grant proposals (111 responses)
- Analyzing present systems and project needs (109 responses)
- Purchasing, installing hardware/software ( 109 responses)
- Identifying market segments (107 responses)
- Customer training in the use of computers (106 responses)
- Working with county codes (105 responses)
- Developing presentations for governance groups (105 responses)
- Designing programs for adults (104 responses)

Some of these needs have been met in the past two years through Gates training opportunities, the regional libraries, the Tennessee Library Association, or like groups. It is time for another survey to identify exactly what training needs remain to be fulfilled.

Consequence: As with all knowledge professions, public librarianship is an occupation in jeopardy without continuing education at every opportunity. Without it, local libraries suffer from poor, inadequate service to library users.



**Recommended Solution:**

The Network Services program offered through LSTA funding must continue in order to provide for the technology needs of our small and medium-sized public libraries. In order to provide extra assistance for the Network Services Consultants in the area of technology, we need to have more technology-savvy staff members. Regional staff are in the perfect position to learn the basics of computer repair so they can resolve many of the simpler technology problems in the local libraries they serve. A workshop at which one representative from each of the twelve regions learns the same basic set of computer troubleshooting skills is a major step in providing such assistance.

In addition, another network services consultant, with special experience in dealing with the installation and maintenance of online library management systems, is critical within the next five years.

At least four statewide workshop topics offered by outside professional library consultants and open to all public library staff within the next five years should help meet the needs of the recertification program and the general needs of public libraries in Tennessee. These workshops will be repeated three times in various geographic areas of our long state.

**Potential benefits:**

1. Public libraries will be able to resolve technology problems readily and will be able to keep all computers up and running for the benefit of their patrons.
2. Local public librarians will learn new skills needed to run up-to-date, user-friendly, high-tech libraries.

**Congruence with LSTA Purposes and Priority Criteria:**

Supports LSTA purposes – Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.

Supports TSLA mission statement. Provides training resources needed to make information available to all residents of Tennessee to satisfy their educational, cultural, and leisure needs and interests.

**GOAL:** Improve skills of regional and public library staff by:

- Providing training on information technologies and the information resources made available through these technologies  
and
- Providing general library services training for library staff of small and medium-sized public libraries in order that staff can better assist Tennessee public library users.

**EVALUATION PLAN:**

TSLA will assure that the initiative to expand technology skills and continuing education resources to small and medium-sized public libraries will yield solid results. We will review all program activities annually to make certain they are on track with reaching our intended goal.

Program record-keeping will include:

- Highlights of interviews with local and regional librarians to determine the overall success of the network services consultants program
- Numbers of public libraries assisted by the Network Services Consultants
- Geographic locations of public libraries assisted by the Network Services Consultants

- Pre-Test and Post-Test results for the regional technology coordinators completing the PC basic skills workshop
- Numbers of regional technology coordinators successfully completing a PC basic skills workshop
- Logs of computer repair activity kept by regional technology coordinators
- Pre-Tests and Post-Tests for all continuing education workshops
- Written survey of library staff completing continuing education workshops in order to demonstrate practical application of skills learned

TSLA will continue to evaluate the work of the network services consultants through monthly reports which detail date, time, computer problems, results of site visits, etc. TSLA will evaluate the effects of training for the regional technology coordinators immediately after the basic skills workshop and six months later after they have had a chance to work with the local libraries. We will want to know if the network services consultants and the technology coordinators can identify and repair computer problems commonly found in libraries, if they demonstrate a knowledge of repair work needing more expert knowledge and where to find it, if they can explain what they are doing to local librarians in a way which is easily understood.

The annual continuing education program provided for recertification of graduates of the Public Library Management Institute and for others in the state wishing to improve technology and general library skills will be evaluated through pre-test and post-test results and follow-up surveys. We will want to know that the continuing education they receive has practical application in their libraries.

#### **Key activity targets:**

##### *❖ For the Network Services consultants program:*

#### **Key Output Targets**

- 90% of computer problems submitted to the network services consultants will be successfully resolved within a week of the initial call for assistance by FY2004.
- 80% of the regional technology coordinators completing a PC basic skills workshop will indicate knowledge of basic skills by scoring 80% or better on a written examination and by successfully repairing 80% of the PC problems created for the workshop by FY2003.
- Logs kept by the regional technology coordinators and selected interviews of local libraries will indicate that 80% of those completing the workshop can successfully repair basic computer problems in local public libraries by FY2003.
- A fourth network service consultant will be hired for technology support in regional and public libraries by FY2007.

#### **Key Outcome Targets**

- 98% of public and regional library staff interviewed will indicate 90% satisfaction with the work of the network services consultants during FY2004 and 2007.
- 100% of regional technology coordinators will demonstrate through a self-assessment confidence in helping local public libraries with basic PC repairs by FY2003.

##### *❖ For the Public Library Training program*

#### **Key Output Targets**

- 90% of all non-metropolitan public library directors will complete a written survey of continuing education needs in FY2003.
- At least four workshops given by professional library consultants on topics derived from a survey of local library needs will reach 200 public library staff members by FY2007.

- 80% of library staff completing each of four workshops on library technology and/or general library service skills needed in small libraries will score 90% right answers on a post-test. FY2003-2007
- Key Outcome Targets**
- 80% of the librarians completing a selected workshop on library technology or general library service skills needed in small libraries will be surveyed six months after the workshop to demonstrate practical application of information gained from the workshop. FY2005-2006.

**PROGRAMS and TIMEFRAME:**

PROGRAM	TIMEFRAME
1. Continue support for three network services consultants and a manager to provide advanced technology repairs and installation of hardware and software to twelve library regional offices and small and medium-sized public libraries.	FY2003-2007
2. Hire a fourth technology consultant for training and support in the regional and public libraries.	FY2007
3. Provide training for twelve regional coordinators who assist the network services coordinators with basic repairs and computer installations in regional and public libraries.	FY2003
4. Provide annual statewide continuing education workshops for public library directors and other library staff in order to improve library skills needed to serve library patrons.	FY2003-2007

### **NEED #3**

**Provide educational support and information services and resources to enable those living in poverty to improve life chances and economic situations.**

**SUMMARY NEEDS ASSESSMENT:**

Tennessee is one of the nation's poorest states with 35% of its school children participating in the national free and reduced school lunch program. In 2000, the average per capita income in Tennessee was \$26,239 as compared to the national average of \$29,676. Tennessee residents living in the poorest areas do not have the income necessary to compete in a fast-changing world where having the right information at the right time improves one's chances for success.

Local support for public libraries averaged \$11.80 per capita (as of 2000) as compared to the national average of \$21.13 per capita. (as of 1999). As a result, 80 of the state's 185 full-service or community libraries depend on state resources for more than 50% of their materials collections

**Full Explanation:**

Tennessee is one of the nation's poorest states with 18.9% of its children living in poverty. 35% of all school children participate in the national free and reduced school lunch program. Even Williamson County, the wealthiest county in the state, has 8% of its school children participating in the school lunch program. February, 2002 statistics from the U. S. Department of Agriculture, Food and Nutrition Service, showed 612,674 Tennessee children participating in the federal program.

For the poorest, the persistent threat of hunger is confirmed by data from the USDA showing nearly 10.9% of Tennessee households as “food insecure,” meaning their ability to acquire nutritionally adequate or safe foods is limited or uncertain. More alarmingly, 4.3% of households regularly

experience real hunger during the year as defined by “the uneasy or painful sensation caused by a lack of food. . .and a recurrent and involuntary lack of access to food.”

In 2000, the average per capita income in Tennessee was \$26,239 as compared to the national average of \$29,676 per capita. According to “The State of the States: Tennessee 2000,” many jobs in Tennessee do not pay enough to make ends meet. 56.8% of the jobs with the most projected growth through 2005 pay poverty wages, less than \$16,530 a year. Few jobs provide benefits or training. Especially hard hit is the fast-growing Hispanic population. In a March 2000 Current Population Report “The Hispanic Population in the United States,” the U. S. Census Bureau reported that 6.8% of Hispanics in the civilian labor force aged 16 and older were unemployed as compared with only 3.4% of non-Hispanic whites.

Consequence: Tennessee residents living in the poorest areas do not have the basic income necessary to supply even their basic needs, much less compete successfully in a fast-changing world where having the right information at the right time improves one’s chances for success.

The free local public library available to all should be a vital part of each community’s attempt to educate and inform its poorest citizens. Working in partnership with local social service agencies and literacy groups, the library can make a difference in the lives of the poor. However, in Tennessee, local support for public libraries averages \$11.80 per capita (FY 2000) as compared to the national average of \$21.13 per capita (latest data available is from FY 1999). As a result, 80 of the state’s 185 full-service or community libraries depend on state resources for more than 50% of their materials collections. Thirteen of those libraries have 80-93% of their collection purchased with state or federal funds.

Consequence: Local public libraries in poor, rural counties or inner city urban areas are unable to provide special library programs and services aimed towards ending the cycle of poverty.

### **Recommended Solution:**

LSTA funds can provide the assistance local public libraries need to purchase vital materials in the areas of literacy, English as a Second Language, career choice, parenting, nutrition, and health. The twelve regional libraries in Tennessee, working closely with advisory boards of trustees from the areas served, can readily identify pockets of poverty in every county that can be assisted through additional library materials, both basic popular reading materials to promote literacy and non-fiction self-help books. Some funds should also be set aside to fund materials provided directly by the regional bookmobiles to HeadStarts, nursing homes, and isolated communities.

Direct grants should be offered to individual public libraries which can document the need for additional funds to start up new library services for the disadvantaged in their communities. Special attention should be paid to those libraries which incorporate partnerships with other social service agencies or literacy groups in their plans.

### **Potential Benefits:**

1. Poverty-stricken Tennesseans, many of whom may have never used the public library as a resource for their information needs, can rely on the public library as a stepping stone towards more successful lives.

2. Special groups, such as disadvantaged children and their families, individuals speaking English as a second language, and adults unable to read will benefit from library programming aimed directly at their information needs.

**Congruence with Priority Criteria:**

Supports LSTA Purposes – Targeting library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to people with limited functional literacy or information skills. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty level. Developing public and private partnerships with other agencies and community-based organizations.

Conforms with the TSLA Mission Statement -- Places emphasis on the special educational needs of the poorest citizens of Tennessee.

**GOAL:** Improve quality of life for Tennessee residents living in areas determined by the state to be economically disadvantaged by providing current public library materials and funding for new library programs and services needed to support educational and recreational needs.

**EVALUATION PLAN:**

TSLA will assure that the initiative to distribute funds for public library services to those living in poverty will yield positive results showing a statewide increase in the use of the local public library. In general, we will review all program activities annually to make certain that funds are being used wisely to provide new library materials and services to the disadvantaged, particularly in the areas of career choices, parenting, literacy, and health.

TSLA will not be able to evaluate the direct effects of these grants on the future income or life standard of the library users involved, but we will be able to measure some immediate quality of life enhancement criteria. TSLA staff will train 50% of all subgrantees in the Direct Grants program to use focus groups, surveys, and interviews in determining the success of their new programs, and we will monitor these closely.

Program record-keeping at the State Library level will include:

- Quarterly and annual reports from regional libraries showing expenditures of LSTA funds for local library collection development and for direct outreach
- Percentages of increase in the number of materials in selected subject areas such as careers, parenting, and health for 24 libraries
- Circulation and collection development records from public libraries receiving LSTA funding
- Numbers of public libraries receiving direct grants for library services to the poor
- Numbers of library users affected by the new services
- Written reports from subrecipients documenting the results of funding new library services to those living in poverty

TSLA staff will monitor all direct grants with at least one follow-up site visit and will analyze data received through the reporting system. We will make certain that at least 50% of our subgrantees are trained in the methods of outcome-based evaluation through regional workshops. All subgrantees will be responsible for completing either output or outcome-based evaluation and reporting the results to the TSLA staff. We want to find out if the new materials are being used and/or checked out. For direct grants for new services, we want to find out for what purposes the materials and services are being used and how the new services or materials affect the quality of life of users.

**Key activity targets:**

❖ *For the Materials for the Disadvantaged program:*

**Key Output Target**

- 100% of the county libraries that participate in the Tennessee Regional Library System will receive LSTA funding for the disadvantaged. FY2003-2007.
- At least 24 selected public libraries in Tennessee will report a 10% materials increase in materials in their collections in the areas of career choices, parenting, nutrition and/or health. FY2003-2007.

❖ *For the Direct Grants to Libraries Serving those Living in Poverty program:*

**Key Output Target**

- Each year at least 15 public libraries will receive grants to fund new library services to persons living in poverty. FY2003-2007.

**Key Outcome Target**

- 50% of the subgrantees will use outcome-based evaluation measures to demonstrate that 80% of the users of the service funded by the grant benefited from the service. FY2003-2007.

**PROGRAMS and TIMEFRAME:**

PROGRAM	TIMEFRAME
1. Expand the federal allocation to purchase library materials for local public libraries serving poverty-stricken areas of the State	FY2003-2007
2. Offer direct grants to public libraries showing the greatest need for new library services to persons living in poverty.	FY2003-2007

**NEED #4**

**Provide information services and special resources for persons who are blind and/or who have physical disabilities making it difficult to use a traditional library.**

**SUMMARY NEEDS ASSESSMENT:**

65,000 Tennesseans over the age of 40 are estimated to be visually impaired in a way that makes reading regular print difficult or impossible. The 2000 census revealed that 12.4% of the state's population are aged 65 and over. Many of these older citizens will also experience print disabilities within the next five years and will need special devices to help them read print materials or use the Internet. In addition, younger individuals experiencing visual difficulties need assistance with completing their education and overcoming the frustration of their situations.

**Full Explanation:**

The National Library Service estimates that 1.4 percent of the general population is eligible for services provided by the Library for the Blind and Physically Handicapped, such as special audio books, Braille books, and large print materials.

In Tennessee, the Services for the Blind, a division of the Department of Human Services, maintains a voluntary, confidential "Register" of persons who are legally blind. Currently, there are 14,021 persons on the register. However, over 65,000 Tennesseans over the age of 40 are estimated to be visually impaired in a way that makes reading regular print difficult or impossible.

According to Vision Problems in the U.S.: Prevalence of Adult Vision Impairment and Age-Related Eye Disease in America, published in 2002 by Prevent Blindness America and the National Eye Institute, ". . . people with the least degree of vision impairment face challenges in everyday life. The prevalence of blindness and vision impairment increases rapidly in the later years, particularly after age 75." With the current census showing 12.4% of the state's population over age 65 and with corroborating data that people are living longer, the percentage of people needing special services to compensate for their visual impairments will no doubt be increasing over the next five years.

Consequence: As the population ages, and people live longer, more people will be needing alternatives to print. Inadequate funding for library services for the blind and physically handicapped will mean that many of these people remain unable to read the information they need to participate ably in a rapidly changing world.

According to Lighthouse International: "Nationally, among persons 21 to 64 who have a visual impairment, only 41.5 percent are employed; among individuals unable to see words and letters, this figure decreases to 29.9%. This proportion is significantly lower than the estimated 84 percent of persons in this age group without any kind of disability who are employed."

Consequence: If only 22 percent of all Tennesseans have a college education, it is logical that the rate of a college education is much lower for Tennessee students with reading disabilities. Their lack of education and inability to compete in a sight-based world leaves many of them on disability rolls unable to live successful lives.

As for younger individuals with sight problems, according to General Information About Visual Impairments, Fact Sheet Number 13, 1997, National Information Center for Children and Youth with Disabilities, "the rate at which visual impairments occur in individuals under the age of 18 is 12.2 per 1,000." Print disabilities also include reading disabilities and manual dexterity problems. The Schwab Foundation for Learning estimates that "approximately 20-30 percent of school-age children have difficulties learning to read."

Consequence: Children are easily frustrated and ashamed of their difficulties once they notice many of their classmates read so effortlessly. As the youngsters mature, many of them drop out of school and of those who manage to graduate from high school less than two percent attend a four year college.

At present, approximately 6,000 individuals regularly receive the special services offered by the Library for the Blind and Physically Handicapped. Sandra Nelson's Five-Year State Plan Evaluation, 1997-2002, explained that the lack of growth in the numbers of people served by the LBPH in Tennessee during the first five years of LSTA funding related to an inefficient online system (now replaced), staff turnover, and the lack of significant marketing for the program. A January 31-February 1, 2001 visit from a National Library Service consultant recommended the restoration of a quarterly newsletter to current LBPH users and a public education plan.

### **Recommended Solution:**

The Library for the Blind and Physically Handicapped operating out of the Tennessee State Library and Archives currently provides audio books, Braille, large print materials, descriptive videos, and reader advisory services to 6,000 of those in our state with print disabilities. A statewide public education program designed to promote LBPH services to other eligible individuals will increase the

numbers of individuals served and improve their quality of life. The 2001 survey sent to current users of the service indicated that 45% of them first heard about LBPH services through a medical provider or a social/rehabilitative agency, so it seems logical that public education directed towards those offices would be effective.

In addition, LSTA funds will be used to fund a reader's advisory position and to increase the size of the LBPH collection in order to meet the needs of additional clients.

Direct grants made to local public libraries will offer funding for assistive devices making information access easier for the visually and physically impaired.

**Potential Benefits:**

1. Thousands of Tennessee citizens with print disabilities would become aware of the availability of the free, circulating collections of the Tennessee Library for the Blind & Physically Handicapped.
2. Special needs assistive devices to access online information or other services offered to the print impaired through local public libraries would enhance a quality of life involving educational, cultural and recreational interests.

**Congruence with Priority Criteria:**

Conforms with LSTA priorities – Targeting library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to people with limited functional literacy or information skills.

Supports the TSLA Mission Statement. Places emphasis on the educational, recreational, and cultural needs of special needs populations.

**GOAL:**

Improve access to library services for blind and/or physically disabled Tennessee citizens by developing a public education program, by providing additional materials and readers' assistance for the Library for the Blind and Physically Handicapped, and by assisting public libraries with new services or programs designed especially for these special-needs individuals.

**EVALUATION PLAN:**

TSLA will assure that the Library for the Blind and Physically Handicapped will increase its materials collection and improve its services over the next five years, with results including both output and outcome measures. In general, we will review all program activities annually to make certain they are in compliance with LSTA requirements.

Program record-keeping will require:

- Number of doctors and healthcare providers receiving LBPH information
- Survey of doctors and healthcare providers as to the distribution of LBPH information
- Number of eligible clients receiving information about LBPH
- Number of users of LBPH services
- Number of newsletters mailed to LBPH clients each year
- Number of large print and descriptive videos purchased each year by LBPH
- Written and/or telephone survey of users of LBPH services
- Number of direct grants given to public libraries to begin new services or buy new materials for the disabled
- On-line or written survey of end users of "assistive" services



TSLA will be able to show impact on an individual level to a significant number of people using the Library for the Blind and Physically Handicapped. We want to find out if the service is easily accessible to them, if the reader advisors are helpful, if they get the desired information they seek within a reasonable period of time.

We can also measure individual impact of “assistive” devices in public libraries to improve the quality of life for the disabled. We will need to know the numbers of patrons using the special devices or services offered by the library and if they get the desired information they seek through the new services.

**Key activity targets:**

❖ *For the Library for the Blind and Physically Handicapped:*

**Key Output Targets**

- At least 300 doctors' offices and healthcare providers statewide will receive information about LBPH services by FY2004.
- The # of users of LBPH services will increase by 8% by FY2007.
- The number of newsletters sent out from LBPH will increase from one issue to four issues per year by FY2005.
- The number of Large Print and descriptive videos owned by LBPH will increase by 25% by FY2007.

**Key Outcome Targets**

- A survey of 100 healthcare providers and social service groups targeted by the public education plan will report at least 50% new client awareness of the Library for the Blind and Physically Handicapped by FY2006.
- An LBPH survey of 200 random users will indicate 80% satisfaction with LBPH services by FY2007.

❖ *For the “assistive” programs in public libraries*

**Key Output Targets**

- At least five direct grants will be given to public libraries to fund new services for people having difficulty using the public library because of print-related or physical disabilities by FY2006.

**Key Outcome Targets**

- 90% of end users using the “assistive” services provided by the direct grants to public libraries and subsequently surveyed will report satisfaction through outcome-based measures determined by the sub-grantees by FY2007.

**PROGRAMS and TIMEFRAME:**

PROGRAM	TIMEFRAME
1. Conduct a public education program designed to promote LBPH services to qualified individuals statewide.	FY2004
2. Fund one position within the LBPH to provide reader's advisory assistance to those using the services of LBPH.	FY2003-2007
3. Enhance the LBPH circulating materials collection to include additional Large Print materials and descriptive videos	FY2003-2007
4. Implement a direct grant program to qualified libraries planning new services or collections designed to meet the needs of visually impaired and physically disabled individuals.	FY2006

## **SUMMARY OF PLANNING AND IMPLEMENTATION PROCEDURES**

The following summarizes the stakeholder involvement, communication and monitoring procedures, which the Tennessee State Library and Archives put into place for the development and implementation of the Five-Year Plan:

### **STAKEHOLDER INVOLVEMENT PROCEDURES**

A Long-Range Planning Committee was established to develop the draft of the Five-Year Plan for the Tennessee State Library and Archives. The Committee consisted of the State Librarian and Archivist, members of the Planning and Development staff, and five members of the state's Advisory Council on Libraries. The Advisory Council committee members represented the Tennessee Regional Library System, small public library, small and large academic library, public library trustee, library user, and library educator points of view.

The full Advisory Council on Libraries, representing all types of libraries eligible for LSTA funding in Tennessee and current library service users, made suggested changes and voted unanimously to accept the basic recommendations. The Office of the Secretary of State will oversee the implementation of the Five-Year Plan programs within state guidelines.

Various State Library-appointed committees and task forces may plan and evaluate specific projects over the course of the next five years. Proposal review and review teams will be called upon as appropriate to review proposals from potential subgrantees.

A draft of the Five-Year Plan will also be made available by email to the state's twelve regional libraries, the Library for the Blind and Physically Handicapped, and others for review and comments by librarians and library advocates statewide.

### **COMMUNICATION PROCEDURES**

The Five-Year Plan approved by IMLS will be posted on the Tennessee State Library and Archives website, and a letter referencing the website and describing its content will be sent to all public libraries and other interested parties. Print versions will be made available to interested libraries in the state. Periodically, within the five years covered by the Plan, the members of the Advisory Council on Libraries will review it for feedback and any proposed changes.

Any substantive changes to the Plan will be submitted to IMLS according to IMLS guidelines and to appropriate stakeholders for their review.

The achievements of the Five-Year Plan will be publicized through State Library website postings, letters and email to key Tennessee legislators, newspaper stories, digital photography, and presentations to meetings of key stakeholders. An Annual Report will detail the successes and challenges of each year of the Five-Year Plan.

### **MONITORING PROCEDURES**

The Planning and Development Division of the State Library and Archives will manage the continuous tracking of projects implemented under the Five-Year Plan. Key State Library and regional library staff will participate in the output and outcome-based evaluation procedures by providing statistical analysis, pre-tests and post-tests, print surveys, web-based surveys, focus groups, interviews, etc. as

required. At least one on-site monitoring visit by Planning and Development personnel to each subgrantee library will be completed during the course of the grant cycle.

In addition, subgrantees will be trained by State personnel to implement their own outcome-based evaluation of selected projects using library patrons or other end users at the local level. Quarterly status and final reports on the progress of each project will be required of all subgrantees.